THE USE OF ENGLISH CHILDREN SHORT STORY TO ENRICH THE STUDENTS' VOCABULARY ACHIEVEMENT AT MTS SWASTA AL-JAMA'IYAH

A THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a Partial Fulfillment of The Requirements of S-1 Program

By:

NISA ANJANI
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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2021

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2021

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Assalamualaikum Wr.Wb

     Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi

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Judul   : **"The Use of English Children Short Story to Enrich the Students' Vocabulary Achievement at MTs Swasta Al-Jama'iyah."**

     Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah skripsi Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

     Demikian kami sampaikan, atas perhatiannya kami ucapkan terimakasih. Wassalamu'alaikum Wr.Wb.

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SURAT PENGESAHAN

Skripsi yang berjudul **"THE USE OF ENGLISH CHILDREN SHORT STORY TO ENRICH THE STUDENTS' VOCABULARY ACHIEVEMENT AT MTS SWASTA AL-JAMA'IYAH"** yang disusun oleh Nisa Anjani yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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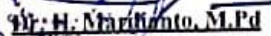1. **Dr. Syaukani, M. Ed, Adm**
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang berikan batal saya terima.

Medan, 07 Desember 2021

Yang membuat pernyataan

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ABSTRACT

Nisa Anjani. 2021. The Use of English Children Short Story to Enrich the Students' Vocabulary Achievement at MTs Swasta Al-Jama'iyah.

Keywords: *English Children Short Story, Students' Vocabulary Achievement*

This research aimed to describe the use of English children short story enrich the students' vocabulary and to find out whether the students' vocabulary achievement can be enriched by using the English children short story.This research uses a classroom action research method. The subjects research was the seventh grade students (24 students) of MTsS Al-jama'iyah in academic year 2021/2022. This research was carried out in two cycles. The instrument of collecting data were qualitative data from observation sheet and documentation. Then, the Quantitative data were taken from test which consists of Pre-test, Post-test I, and Post-Test II.The result of this research show that the application of children short story can motivate students so that students become enthusiastic in learning vocabulary. Moreover, the students' vocabulary achievement was improved. In the Pre-test, students who achieved a KKM were only three students with a percentage was 12.5%. Then, in the Post-Test I, there were 13 students who could achieved a score ≥75, with a percentage was 54.16%. It shows that the improved was 41.66%. Furthermore, Post-Test II there are 21 students who can achieved a score ≥75, with a percentage was 87.5% and an improved was 33.34%. So, the total improvement of students' vocabulary achievement from Pre-Test to Post-Test II was 75%. It be concluded that the use of English children short story could enrich the students' vocabulary achievement.

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Bismillahirrahmanirrahim

Alhamdullilah, praise to Allah SWT, who has given the writer His blessing, health, strenght, and a chace to complete this thesis. Praise and blessing to the Prophet Muhammad SAW which has brought us from the darkness to the lightness by Islam Religion.

This thesis entitled "The Use of English Children Short Story to Enrich the Students' Vocabulary Achievement at MTs Swasta Al-jama'iyah" is completed to fulfill the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera Medan. In the process of finishing this thesis, the writer has received many supports and help from many people. Therefore, the writer would like to thanks for:

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Finally, the writer relized that this thesis is not perfect. Therefore, the writer expects suggestions and criticsms to make thi thesis better. The writer hope thesis can provide benefits for all and for the field of Education.

Medan,   Oktober 2021

The Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of Study

Humans have one essential characteristic that they always behave and interact.[1] In interacting humans use language as a medium to communicate with other individuals. Humans cannot interact without language. Language is used as a medium to convey and express an idea or thought. Therefore, language is important in all aspects of human life.[2] Since the development of science and technology, English has become a language that is widely studied by humans.

English is a global language which is the main language in many countries in the world. English has many influences in various sectors of life, therefore it is important to learn English as the language of instruction. English is learned and mastered with the aim of being able to communicate with people from all over the world. Therefore, English is important to learn.

In learning English, there are four language skills, namely listening skills, speaking skills, reading skills and writing skills. Educators and students must be able to master these four skills in order to communicate well orally and in writing using the English language itself.

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[1] Nurussakinah Daulay. 2014. *Pengantar Psikologi dan Pandangan dalam Al-Quran tentang Psikologi*. Jakarta: Prenadamedia Group, p. 1-4.
[2] Sholihatul Hamidah Daulay. 2011. *Introduction to General Linguistics*. Medan: LaTansa press, p.11.

However, the four skills are based on the large number of vocabulary that students have. When we want to speak or communicate, besides grammar, vocabulary helps us to convey our thoughts. Vocabulary is important when learning and mastering a language as a basic element of learning to hear, speak, write and read. [3] Without mastery of large and good vocabulary, students will find it difficult to learn languages and they will also lose their enthusiasm for learning. In fact, if students have adequate vocabulary, it can help students achieve Listening, Speaking, Writing, and Reading skills.

For EFL students, learning English vocabulary is very different from Indonesian vocabulary in terms of form, such as: pronunciation, spelling, meaning and use of words. As we know, the pronunciation of a word in English is very different from what is written. Because of this, students and students who study English often think that learning English is difficult.

Vocabulary is the core of a language and is important in mastering a language for language learners. Without sufficient vocabulary, a person will have difficulty in effective communication or difficulty in expressing and conveying their thoughts in orally or writing. Therefore, it is very important for every language learner to learn vocabulary in English class in foreign language teaching in schools.

Based on observations and interviews conducted by writer when determining research problems, writer found problems in the vocabulary mastery of seventh grade students at MTs Swasta Al Jama'iyah.

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[3] Jack C. Richards and Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching* (2nd eds). Cambridge: Cambridge Uiversity Press. p. 32.

In MTs Swasta Al-Jama'iyah, there is learning English and in the teaching and learning process the teacher also often involves mastering vocabulary in student learning materials. Even so, there are still problems in the achievement of student vocabulary which are found by the teacher, such as most students do not know the meaning of an English word in the book or spoken by the teacher; besides that, they have difficulty remembering the word and its meaning, even though they have previously practiced it; and also students are not correct in pronouncing a word, because this will also have an impact on the less realization of learning objectives.

In learning English, the teacher must be able to support students in achieving vocabulary dissection and using vocabulary properly and appropriately in terms of pronunciation and writing. Therefore, teachers can use techniques and media that can support students in enriching vocabulary.

The use of these techniques and media can attract students' interest, so that students become enthusiastic. With the interest that arises, students will be more focused and the results obtained will be better. Likewise, in enriching students' English vocabulary, the amount or not of students' vocabulary is also influenced by the use of learning media used by the teacher.

Based on the facts of the problems found by researchers in students in learning vocabulary, the researchers also tried to find good techniques or media to help improve students' vocabulary mastery. As we know, vocabulary is often involved in learning material and is very important in supporting language skills.

One of the media chosen to support students' vocabulary achievement is to use literature, namely short stories.

The use of literature as a medium of learning in English subject programs is something that is often used by teachers and there are good benefits for student learning. Short stories are a type of literary work that can and are often used in language learning. The choice of using children short stories is because these short stories have several advantages, including interesting texts and short stories that can motivate students to learn English.

In using children short stories, students can be actively involved during the learning process. Children short stories can stimulate student interest because students use their feelings to experience the story, and therefore students will read the story until the problem is resolved.

Based on the problems that the authors found at the MTs Swasta Aljama'iyah, the authors try to use Children Short Story as a media in teaching vocabulary to help students enrich their vocabulary. Thus, the authors conducted a classroom action research on the use of children English short story to enrich students' vocabulary achievement.

B. The Identification of Study

Identification is useful for seeing any problems that arise in each research variable to be studied. Therefore, the problem in this background description needs to be identified. Based on the background of the problem described by the writer, the identification of the problem involves:

1. Many students do not know the meaning of a word.

2. Many students find it difficult to distinguish and remember vocabulary.

3. Many students pronounce the word wrong.

C. The Limitation of Study

Based on the background of the problem and problem identification, it can be revealed that the topic of this research has broad problems, so that the writer needs to limit the problem of the research, then the problem under study can be focused. Based on the background of the problem described by the writer, the researcher limits the research to English children short stories and vocabulary.

D. The Formulation of Study

Based on the background of the problems described, the researcher formulated the research problem as follows:

1. How does the use of English children short story enrich the students' vocabulary?

2. Can English children short story enrich the students' vocabulary achievement?

E. The Aim of Study

Based on the background, the aim of the research are formulated as follow:

1. To describe the use of English children short story enrich the students' vocabulary achievement

2. To find out whether the students' vocabulary achievement can be enriched by using the English children short story.

F. The Significances of Study

There are several significances that can be taken in this study, which are as follows:

1. Theoretical Objectives

The theoretical objective in this study is to increase the wealth of knowledge in learning and teaching English, especially regarding improving student vocabulary achievement by using children short stories.

2. Practitioner Objectives

Practical benefits are benefits that can be directly applied in school learning. Practical benefits that can be taken and expected to be useful and helpful for:

a. For the writer, the results of this study are expected to be useful in informing the effect of using short stories in English in enriching students' vocabulary.

b. For teachers, this study can provide new insights from the application of short stories in English in enriching students' vocabulary, so that teachers can reapply this method in the classroom.

c. For students, the results of this study are expected to motivate students to improve and enrich their vocabulary by reading English short stories.

d. For schools, the results of this study can contribute to schools in improving the teaching of English subjects at MTs Swasta Al-Jama'iyah.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Framework

In conducting research, a theory is needed to explain several related concepts or terms in the focus of this research. Several concepts or terms are used in this research, and need to be explained theoretically.

1. Vocabulary

a. The Definition of Vocabulary

Vocabulary is all the words in a language that a person knows or uses.[4] Vocabulary is a collection of words in a language.[5] In addition, vocabulary is knowledge about the meaning of words from a language.[6] Thus, vocabulary is a word that has meaning that must be known and learned. Vocabulary as one of the supporting aspects of language must be learned when someone learns a language. The good vocabulary mastery is important for anyone learning a language to improve their language skills and abilities.

Vocabulary is one of the most important things in mastering a language. When we want to speak or communicate, besides grammar, vocabulary helps us to convey our thoughts. Without mastery of large and good vocabulary, students will find it difficult to learn languages and they will also lose their enthusiasm for

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[4] Oxford University Press. 2006. *Oxford Advanced Learner's Dictionary.* New York: Oxford University Press, p. 1707.
[5] Sylvia Chalker and Edmund Weiner. 1994. *Dictionary of English Grammar.* New York: Oxford University Press, p. 417.
[6] Elfrieda H. Hiebert and Michael L. Kamil. 2005. *Teaching and Learning Vocabulary.* London: Lawrence Erlbaum Associates Publisher, p. 3.

learning. In fact, if students have adequate vocabulary, it can help students achieve Listening, Speaking, Writing, and Reading skills.

Richards and Theodore say that vocabulary is important when learning and mastering a language as a basic element of learning to listen, speak, write and read.[7] Richards and Renandya stated that vocabulary is the main component in mastering a language which provides great basic support for students' abilities in speaking, listening, reading and writing.[8] In line with Thornbury emphasized that the vocabulary is something very important like a crucial position in English.[9]

According to Ur, vocabulary is defined as words that are taught in a foreign language.[10] In addition, Nunan said that vocabulary is a list or collection of words from a target language.[11] Hornby said that vocabulary is the total number of words that a person knows and uses from a language.[12] Meanwhile, Hatch and Brown added that vocabulary is a list or series of words contained in a language that will be used by the speaker.[13]

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[7] Jack C. Richards and Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching* (2nd eds), p. 32.

[8] Jack C. Richards and Willy A. Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press, p. 81.

[9] Scott Thornbury. 2002. *How to Teach Vocabulary.* London: Longman, p. 16

[10] Penny Ur. 2009. *A Course in Language Teachimg, Practice and Theory*. Cambridge: Cambridge Uiversity Press, p. 60.

[11] David Nunan. 1999. *Second Language Teaching and Learning*. Boston: Heinle&Heinle Publishers, p. 101.

[12] Albert Sydney Hornby. 1995. *Oxford Learners's Dictionary*. New York: Oxford University Press, p 1337.

[13] Evelyn Hatch and Cheryl Brown. 1995. *Vocabulary, Semantics and Language Education*. New York: Cambridge University Press, p. 1.

Meanwhile, in the field of lexical theory, vocabulary is a series of lexemes consisting of single words, compound words and idioms.[14] Basically, the vocabulary of a language is an integrated and structured system with the meaning of a word.[15] Therefore, vocabulary is known as part of the lexical.

It can be concluded that vocabulary is a collection of words in a language consisting of single words, compound words or idioms that have meaning, which humans use to communicate and interact with others both in verbally and writing.

Vocabulary is a basic element in learning English that must be possessed and controlled by students in learning a language to support students' speaking, listening, reading and writing skills.

As we know, vocabulary is important when it comes to learning a language. Whatever the language is a language consists of a lot of vocabulary, then particular person use to convey their thoughts.

As in the Al Qur'an, Allah teaches the names of objects, and everything to the prophet Adam in Al Baqarah verse 31, Allah SWT said:

وَعَلَّمَ اٰدَمَ الْاَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلٰٓئِكَةِ فَقَالَ اَنْۢبِـُٔوْنِيْ بِاَسْمَآءِ هٰٓؤُلَآءِ اِنْ كُنْتُمْ صٰدِقِيْنَ ﴿2:31﴾

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[14] Jack C. Richards, et al. 1985. *Longman Dictionary of Applied Linguistics*. Essex: Longman Group Limited, p. 307.

[15] Howard Jackson and Etienne Zé Amvela. 2000. *Words, Meaning and Vocabulary*, London: The Gromwell Press, Trowbridge, p. 14.

The Meaning: *"Then Allah taught Adam the names of all things, and presented them to the angles and said: "If you are right (that appointment of a vicegerent will cause mischief) the tell Me the names of the these things".*

As mentioned in the surah above, Adam, who was the first human being, was taught directly by Allah about the names (vocabulary) of all things that exist. This can show that teaching a vocabulary to our children and students is very important, because by teaching them the vocabulary or names of all these things can broaden their knowledge of something about it.

b. Types of Vocabulary

According to Harmer, as cited in the Alqahtani, there are two types of vocabulary, namely: active and passive vocabulary. The first types is Active vocabulary which refers to any vocabulary or words that have been taught to students so that students are expected to use it. This active vocabulary refers to words or vocabulary that can be understood and can be pronounced correctly so that it becomes an understanding that can be used properly and correctly orally or in writing. This active vocabulary is also called productive vocabulary, because this active vocabulary refers to the results or products that students can use correctly in writing and speaking.

Meanwhile, the second type is passive vocabulary. This type refers to vocabulary or words that students can recognize and understand when they learn a context or in a condition, but in this case students cannot produce. This is like when students recognize or know a vocabulary or word from a reading that they

read or from what they hear when listening, but these students cannot use it when they speak and write. Passive vocabulary is also known as receptive vocabulary.[16]

In addition, according to Tarigan, in Nurzaman divides vocabulary into three types of groups, namely: basic vocabulary, active vocabulary and passive vocabulary.

a) Basic vocabulary is a collection of words that are not easily changed, which are usually not taken from foreign languages.

b) Active or productive vocabulary. This vocabulary is often used in speaking or writing activities. In developing this vocabulary, students can analyze the similarities or differences that have not been heard or seen by students before.

c) Passive or receptive vocabulary. This vocabulary is rarely or never used or only found and used in listening or reading. In other words, these words or vocabulary only learners encounter and can be understood when students listen and read only, but when students speak or write these words seem lost.[17]

Based on the expert opinions above, it can be concluded that vocabulary is divided into active or productive vocabulary types and passive or receptive vocabulary. Active or productive vocabulary is vocabulary or words that can be used or produced appropriately by students in speaking or writing. Meanwhile,

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[16] Mofareh Alqahtani. 2015. *The Importance of Vocabulary in Language Learning and How to be Taught*. International Journal of Teaching and Education, 3 (3), p. 25.

[17] Istikhoroh Nurzaman, et al. 2017. *Penggunaan Permainan Pesan Gambar Berantai untuk Meningkatkan Kosakata Anak Usia Dini*. Jurnal Paud Agapedia, 1 (1), p. 45.

passive or receptive vocabulary is vocabulary or words that students can recognize and understand only in listening and reading activities.

c. Teaching Vocabulary

Vocabulary is one of the most important things in mastering a language. When we want to speak or communicate, besides grammar, vocabulary helps us to convey our thoughts. Without mastery of large and good vocabulary, students will find it difficult to learn languages and they will also lose their enthusiasm for learning. Therefore, teaching vocabulary is a task that is not easy to do.

According to Celce-Murcia, learning vocabulary is the key to mastering language whether it is a first, second, or foreign language.[18] Therefore, vocabulary mastery is a major component in the development of communication and literacy skills. In addition, vocabulary mastery will be used and beneficial for students when they speak, write, read and listen.

According to Thornbury, teaching vocabulary means that an educator conveys new information or knowledge into the mental lexicon patterns of students that have previously existed.[19] So, teaching vocabulary is an activity to provide new knowledge about vocabulary to update students' existing vocabulary knowledge.

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[18] Marine Celce-Murcia. 2001. *Teaching English as a Second or Foreign Language*. USA: Thomson Learning Inc., p. 285.
[19] Scott Thornbury. 2002. *How to Teach Vocabulary,* p. 16.

According to Nunan in Nazara, there are four principles for teaching vocabulary, which are as follows: [20]

a) Focus on the most useful vocabulary. The teacher provides vocabulary instruction that is most needed by students for listening, speaking, writing and reading activities. Thus, the vocabulary given by the teacher can be used and applied by students in their daily lives in both formal and informal situations.

b) Focus on how to teach and learn proper Vocabulary. This principle looks at what a word is taught and learned for. Teachers must know the right way or method in teaching vocabulary to students, so that students can learn vocabulary properly and optimally.

c) Focus on high frequency words in four courses or skill sets. This vocabulary must be given attention by the teacher in teaching and learning activities, and must be intertwined and used to communicate or convey messages in listening, speaking, writing and reading activities.

d) Encourage students to consider and be responsible in learning. This principle refers to choosing the vocabulary to be taught and looking at the conditions the students are in to learn. In addition, in the activity of choosing and learning, students are asked to be aware of their obligations and responsibilities towards their learning. Therefore, teachers must also innovate in teaching, so that students can be involved in choosing what words they want to learn.

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[20] Pitriani Nazara. 2019. *Learning Vocabularies Using Short Stories at Primary School: Students' Perception.* Journal of English Teaching, 5 (3), p. 158.

Adequate vocabulary really helps students in communicating both orally and written. Therefore, the teacher must know where the level of students' language skills is, so that students can have a vocabulary that is appropriate to their level. Unfortunately, the 2013 Curriculum does not contain the number of vocabularies that students must have at every level of education.

According to Czekala in Husnanissa, there are six levels that describe the achievement of students' language skills, as follows:[21]

Table 2.1

Level of Language Profiency

Level	Vocabulary	Description
A1	500 words	Beginner
A2	1000 words	Elementary
B1	2000 words	Intermediate
B2	4000 words	Upper
C1	8000 words	Advanced
C2	16000 words	Mastery

From the table above, it can be seen that junior high schools are at the A2 level or Elementary level. Therefore, junior high students must have 500-1000 words to support student communication in language.

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[21] Aulia Husnanissa. 2018. *Measuring English Students' Vocabulary at SMPN 5 Bandar Lampung*. Universitas Raden Intan Lampung, p. 38.

Based on this, the importance of vocabulary can be seen in its use in everyday life, both inside and outside the English class. In addition, vocabulary knowledge is not just knowledge of the meaning of a word, but also about the use of these words in a context. So, teaching vocabulary becomes the core and the beginning in mastering a language, and vocabulary can help students in mastering English skills, language comprehension and use.

2. Children Short Story

a. The Definition of Children Short Story

There are various kinds of media that can be used to enrich students' vocabulary in learning English. Various media are used, both modern and conventional media such as: films, songs, games or written media such as literary works. One of the literary works that can be used is a short story.

Short stories are a type of literary work that can and are often used in language learning. Short stories are stories in the form of prose and narrative. Short stories can be read in as little as a minute or just a matter of minutes. A short story consists of a setting, characters, and a plot that is presented attractively, so that it gets the attention of students.[22]

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[22] Arif Saricoban and Hulya Kucukoglu. 2011. *Using Literature in EFL Classes: Short Story*. 1st International Conference on Foreign Language Teaching and Applied Linguistics, p. 161.

Short stories are stories that can be read in one sitting without pause. A short story is different from a novel, because it is presented with a limited story length, a short plot and focuses on one core story time.[23]

Short stories are one of the literary genres in the form of fiction. Categorized as fiction, short stories do not come from true stories and are only fantasy stories. As Klarer points out, short stories are derived from ancient fabrications, medieval tales, myths and fairy tales; which is the embodiment of the form of text that is transmitted by word of mouth.[24]

There are many types of short stories, but in this research will use children short stories. Children short stories are stories that are usually works of fiction aimed specifically at children. Children short stories were chosen because the length of the stories is short and students can easily understand the content of the stories especially for foreign language learners. In addition, children short stories can encourage student interest because students use their feelings to experience the story, and therefore students will read the story until the problem is resolved.[25]

Short stories are a type of literature that are suitable for use in English lessons, because with short stories, few characters, interesting and uncomplicated storylines for them to work on themselves, and also short stories have a variety of choices according to different student interests.

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[23] Mario Klarer. 1998. *An Intoduction to Literary Studies Second Edition*. New York: Routledge, p. 14.

[24] Mario Klarer. 1998. *An Intoduction to Literary Studies Second Edition*, p. 13.
[25] Merli Puji Handayani. 2013. *Using Children Short Storie to Enhance Students' Reading Comprehension*. Journal of English and Education, 1 (1), p. 136.

Therefore, short stories or children short stories have a lot of vocabulary in them, and also short stories present interesting stories so that students as readers enjoy it, so they can be used as a medium for learning English.

b. The Advantages of Children Short Story in Teaching Vocabulary

According to Al-Dersi, there are several benefits of using short stories in developing the vocabulary of EFL learners, as follows:

a) Short stories can make the learning process more enjoyable, so that students can easily remember them.

b) Short stories can also be enjoyed in one sitting; it doesn't take long.

c) Short stories can also arouse students' curiosity about English, its culture and language awareness.

d) Short stories can improve and develop students' vocabulary.

e) Short stories support language acquisition and improve all student skills.

f) By reading short stories extensively can develop students' cognitive so as to increase vocabulary levels and practice reading skills as well.

g) The use of short stories in learning to students can show them new words, and also the use of these words in a context.

h) The use of short stories can also be easily practiced in class and familiar to students.

i) Short stories can also be used at all levels of students, from beginner to high school students.[26]

So it can be concluded that short stories, especially children short stories, have many advantages, such as increasing vocabulary, can support language acquisition and all skills, and can make learning fun. So that childrens short stories can be used in language learning, especially in learning English vocabulary.

c. The Use of Children Short Story in Teaching and Learning Vocabulary

The use of literature in language classes is not new, it began to be used in the 19th century when the grammar translation method was used in language learning. At that time, literary texts became one of the materials that students translated into their first language.[27] There are several types of literary works, one of which is prose. Prose is a literary work in the form of a story or narrative, such as novels and short stories.

The use of short stories has many advantages for EFL teachers and students. Using short stories in learning can help develop EFL students' vocabulary, and with these short stories EFL teachers can teach vocabulary according to the context of the story. Teaching vocabulary through the context of

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[26] Zamzam E. M. Al- Dersi. 2013. *The Use of Short-Stories for Developing Vocabulary of EFL Learners*. International Journal of English Language and Translation Studies, 1 (1), p. 81.
[27] Merli Puji Handayani. 2013. *Using Children Short Storie to Enhance Students' Reading Comprehension*, p. 135.

the short story can give students the opportunity to find the meaning of a word based on a sentence as a clue.[28]

In addition, short stories also have cultural elements in the story. This culture refers to language and cultural knowledge which is used to understand meaning in activities related to that culture in the story.[29] Therefore, short stories are very suitable to be used in learning English for EFL students. EFL students need to learn English vocabulary according to the context of cultural background, in order to understand its meaning.

There are many studies on the use of short stories in teaching and learning vocabulary. Suhaela, Kamsinah, and Jabal found that many EFL students had difficulty in communicating and expressing their thoughts due to lack of vocabulary knowledge, but after the application of short stories in English learning there was an increase in students' vocabulary knowledge.[30] In line with that, Al-Dersi stated that the lack of vocabulary knowledge will affect to students' communication and language skills.[31]

The use of short stories in teaching and learning vocabulary knowledge is seen as effective. Students not only improve their vocabulary but can also understand the hidden meaning in the story. In addition, students can find and

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[28] Zamzam E. M. Al- Dersi. 2013. *The Use of Short-Stories for Developing Vocabulary of EFL Learners*, p. 79.

[29] Zamzam E. M. Al- Dersi. 2013. *The Use of Short-Stories for Developing Vocabulary of EFL Learners*, p. 80.

[30] Suhaela, et al. 2020. *Using Short Story in Improving Student's Verbal Vocabulary Mastery*. Journal of English Language Teaching for EFL Lerarners, 2 (1), p. 36.

[31] Zamzam E. M. Al- Dersi. 2013. *The Use of Short-Stories for Developing Vocabulary of EFL Learners*, p. 73.

learn types of vocabulary such as word classes like adjective, synonym or antonym in words in the short story.

There are many types of short stories, children short stories are selected from various other literary genres, the storyline is short and easy to understand for foreign language learners, especially for students from the intermediate and elementary levels. In addition, children short stories present the structure of language and vocabulary.[32] Therefore, children short stories can be used as material in language learning.

Not only that, through children short stories, students will be able to explore their feelings through the events that occur in the story, and because the interesting events that occur will encourage students to read until the end of the story. Therefore, there will be motivation and enthusiasm in learning language for students, especially vocabulary.

Furthermore, using children short stories in learning will be able to foster students' critical thinking.[33] Meanwhile, teachers have an obligation to assist students in improving students' cognitive skills.

Therefore, the use of children short stories in teaching vocabulary has effectiveness in improving students' learning and vocabulary mastery. Many benefits are shown from the use of short stories in learning and teaching English.

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[32] Merli Puji Handayani. 2013. *Using Children Short Storie to Enhance Students' Reading Comprehension*, p. 136.

[33] Merli Puji Handayani. 2013. *Using Children Short Storie to Enhance Students' Reading Comprehension*, p. 137.

In addition, the selection of the right story theme by the teacher will provide more benefits for students.

B. Related Study

In Hayati Oktaviani's thesis from The State University for Islamic Studies Sultan Maulana Hasanuddin Banten, entitled: "The Effectiveness of Using Short Stories on Students Vocabulary Mastery". This research was conducted in class 10 of MAN 2 Cilegon. Based on this research, the researcher shows that there is an effect of the use of short stories on students' vocabulary mastery, this can be seen from the mean score that the researcher got from the pre-test was 1860 and the post-test score was 2400. Based on this score, it can be seen that there is a positive increase in learning and teaching vocabulary using short stories.

Furthermore, in Inggrit Priana Sari's thesis from the Muhammadiyah University of Surakarta, entitled: "Improving Vocabulary Mastery Using Folktales at The Sixth Year of SD Negeri 3 Jatingarang Weru Sukojarjo: an Action. Based on this research, which was carried out in 2 research cycles, which showed that the increase in vocabulary mastery using folk tales was successful. The success of this increase can be seen from the results of the pre-test score was 49.9 and the average score of the post-test in the first cycle was 92.00. Whereas in cycle II, the students' average score increased, namely 93.6. Thus, through fairy tales it can improve students' vocabulary mastery.

C. Conceptual Framework

English is one of the subjects taught in Indonesia. English is a foreign language for students. Teaching English subjects is not an easy thing to do. Teaching is not just an activity of transferring information and knowledge, but guiding and helping students to achieve knowledge skills. Various ways and various media are used by the teacher in teaching English so that learning outcomes can be achieved maximally, especially in teaching vocabulary.

Vocabulary is a collection of words and their meanings. Vocabulary is an element in composing a language. Vocabulary is one of the important things in mastering a language. Without mastery of large and good vocabulary, students will find it difficult to learn English and will find it difficult to understand the English teacher's explanation.

In this study, the use of children short stories to enrich students' vocabulary can be done anywhere, not only in schools with their English teachers. The use of children short stories can be done by students at home or in other places. So, it is expected that the use of children short stories can enrich students' vocabulary.

CHAPTER III

METHODOLOGY OF RESEARCH

In this study, the researcher will describe several discussions, namely: research design, subjects of research, location and time of research, procedures of research, data collection techniques and data analysis techniques.

A. Research Design

This study uses a classroom action research method, which is intended to contribute to increasing knowledge, skills to students, and methods of teaching vocabulary to teachers in the class. Classroom action research is a form of research that raises real problems experienced by teachers in the real life at class. This study aims to improve the quality of teaching and learning activities.[34]

In addition, according to Harmer, classroom action research is a series of processes that teachers or practitioners can carry out to improve aspects of teacher teaching or to evaluate the success and appropriateness of other activities, methods and procedures.[35] Classroom action research is a method to finding out what is the best in the classroom, so it can improve student learning.[36]

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[34] Candra Wijaya and Syahrum. 2013. *Penelitian Tindakan Kelas: Melejitkan Kemampuan Penelitian untuk Meningkatkan Kualitas Pembelajaran Guru*. Medan: Cita Pustaka, p. 43

[35] Jeremy Harmer. 2003. *The Practice of English Language Teaching.* England: Longman, p. 344.

[36] Gwynn Mettetal. 2001. *The What, Why, and How of Classroom Action Research*. Journal of The Scholarship of Teaching and Learning, p. 1.

From the classroom action research that will be carried out, it is hoped that the problems that occur in the learning process can be fixed. Previously, this research was started by observing the teaching and learning process carried out by teachers and students. By carrying out this classroom action research, it will provide opportunities for teachers to improve and create something new in the teaching and learning process so that it can improve teacher skills in conveying knowledge so that students can receive the knowledge as expected to solve problems.

Therefore, classroom action research is applying an idea, or a new concept in the classroom to students, with the aim of improving and enhancing learning. The writer conducted two cycles in this study. In each cycle this research consists of planning, implementation or action, observation and reflection.

1. Planning

In planning, researchers make plans or arrangements and preparations needed in the teaching and learning process to be carried out in the classroom. It includes the following activities:

a. Making a pretest as an instrument to determine the extent to which students' vocabulary mastery, before students get treatment.
b. Preparing materials and make learning plans, as well as design steps in taking action.
c. Preparing a list of student names and assessments.

d. Preparing observation sheets to determine the situation of the teaching and learning process when methods, techniques and media are applied in the classroom.

2. Implementing The Actions

In implementing the action, the researcher applies the plan that has been made previously. Researchers carry out the steps of the teaching and learning process according to the learning plan such as carrying out opening activities, core activities and closing activities. It includes the following activities: Give pre-test to students; Teaching in the classroom according to the material and learning plans that have been made; Give students the opportunity to ask questions; Give questions to students; Provide post-test to students.

3. Observation

Observations are made to find out data or information that will be used in evaluation and reflection activities. In this stage, the researcher teaches in the classroom while observing the entire process of teaching and learning activities and the teacher also helps researchers observe activities in the classroom. The observations are also recorded in the observation sheet.

4. Reflection

Reflection is the process of reviewing the actions that have been taken. Researchers make reflections or evaluations based on observations of teaching

and learning activities that have been carried out. This stage is useful for researchers to improve plans in teaching for the next cycle.

B. Subject of Research

This research was conducted at MTs Al-Jama'iyah. The subjects in this study were the seventh grade. Participants in this study consisted of 24 students of class VIII-Thakosus at MTs Al-Jama'iyah Academic year 2021/2022. The ages of students in this class varied from thirteen to fourteen years old. This class was chosen because it found several vocabulary problems.

C. The Location and Time of Research

This research will be conducted at MTs Al-Jama'iyah. The location of this research is on Jl. Denai No. 272, Tegal Sari Mandala II, Medan Denai District, Medan City. This location or school was chosen because the writer found problems in this area and the same research was never conducted there. The research was conducted in the first semester of the 2021/2022 academic year on August.

D. The Procedure of Research

The procedure in this study was carried out by the classroom action research method. This research procedure was carried out in six meetings which were divided into 2 cycles. Each cycle consists of three meetings. Each meeting consists of a four-step procedure that must be carried out in classroom action research. The procedurs are: planning, implementing actions, observation and

reflection. The application of four steps procedure of classroom action research, as follow:

1. Cycle I

   In cycle I apply by using this these step or scenario of activities as follow:

a. Planning:

   - Organizing a Pre-test consisting of 25 questions with different question forms.

   - Prepare lesson plans for two meetings as a treatment action.

   - Develop an overview of teaching and learning in the classroom, as well as prepare learning materials that will be used in treatment actions.

   - Prepare observation sheets for students and teachers.

b. Implementing Actions:

   - Provide background knowledge by explaining the short story.

   - Distribute Children short story text to each student.

   - Students will read the story, then the teacher and students will translate the story word by word.

c. Observation:

   - Observation is done when the researcher has done the treatment.

   - This observation can be seen from the observation sheet and from student test results.

d. Replection

- Reflection is the process of reviewing the actions or treatment that have been taken. Researchers make reflections or evaluations based on the results of students' tests and observations of teaching and learning activities that have been carried out. Based on that, the researcher concludes what happened in cycle I, such as the limitations that occurred in cycle I. Then, the researcher develops and improves actions for the next cycle

2. Cycle II

In cycle II apply by using this these step or scenario of activities as follow:

a. Planning:

- Organizing a Post-test consisting of 25 questions with different question forms.
- Prepare lesson plans for meetings in cycle 2.
- Develop an overview of teaching and learning in the classroom, as well as prepare learning materials that will be used in treatment actions based on the results of observations and reflections in cycle I.
- Prepare observation sheets for students and teachers.

b. Implementing Actions:

- Opening the lesson by doing a warm-up such as asking students questions about the lessons given previously.

- Provide background knowledge by explaining vocabulary, such as: word classes.

- Distribute Children short story text to each student.

- Students will read the story, then the teacher and students will translate the story word by word. Next, students will try to identify these words according to the word classes that have been described previously.

c. Observation:

- Observation is done when the researcher has done the treatment.

- This observation can be seen from the observation sheet and from student test results.

d. Reflection

- Based on the treatment that has been completed, the test results and observation sheets will analyze the existing problems and results, then find the cause of the problem and make a conclusion.

E. Techniques of Collecting Data

In this classroom action research, the researcher used two types of data, namely qualitative data and quantitative data in collecting data.

1. Qualitative Data

Qualitative data is data that contains a description of a phenomenon that cannot be calculated. In this study, researchers obtained qualitative data through observation sheet and documentation.

a. Observation Sheet

Classroom observations are carried out to obtain data or information related to the teaching and learning process. These observations are recorded in the observation sheet. This observation sheet contains all activities that occur during the teaching and learning process, such as student involvement during learning, student understanding of the material provided by the teacher, and the methods and media used by the teacher in the teaching and learning process in the classroom. Likewise, the teacher observes the activities carried out by researchers in the classroom in first and second cycle.

b. Documentation

In the documentation, researchers use photography to capture the activities of teachers and students in the classroom. Photography captures the process when the teacher is teaching students and when students are doing vocabulary tests.

2. Quantitative Data

Quantitative data is data that can be calculated and can be explained using numbers. In this study, researchers obtained quantitative data through student test results.

Researchers obtained quantitative data based on a test given to students before treatment called a Pre-Test and a test given to students after treatment called a Post-Test.

These tests are given to find out the difference between vocabulary achivement on the pre-test and post-test. In addition, the results or scores of the test are used to determine whether there is an increase in learning after the classroom action research is carried out.

In this study, the researcher will use a vocabulary achievement test. According to Brown, there are several forms of vocabulary achievement tests that can be used in language assessment, such as: multiple choice questions that match a word and its definitions; questions about using words in sentences; the test completes a paragraph or sentence; and a test of matching words and their meanings.[37]

Therefore, the researcher will use several forms of tests in the pre-test and post-test, such as multiple choice regarding matching a word and its definition and also the form of test matching words and meanings.

F. Techniques of Analysis Data

In analyzing the data, researchers got data from qualitative and quatitative data. Qualitative data were obtained from the observation sheet, which was intended to describe the success of the vocabulary teaching and learning process

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[37] H. Douglas Brown, (2004), *Language Assessment: Principles and Classroom Practices,* California: Longman, p. 229.

using children short stories. Meanwhile, quantitative data were obtained from the pre-test and post-test results given to students. The both test results will be analyzed, then the average score is compared to determine whether the vocabulary achievement has increased or not. The method of data analysis in this study uses descriptive analysis which is presented and analyzed objectively and systematically. The following are data analysis techniques:

1. Qualitative Data

The qualitative data was obtained from the class observation sheet. This observation sheet contains notes on the learning process observed in accordance with what happened in the action process consisting of teacher and student activities.

The observation sheet will contain several activity points to which the observer will be given scores ranging from categories 1 to 4. The activity points are adjusted to the Learning Implementation Plan. Then the score for each activity point will be totaled to find the precentage score. The observation sheet can be calculated by the following formula:

$$\text{Score} = \frac{\text{Number of Score}}{\text{Total Score}} \times 100 \%$$

After that, the data precetage will be describe using this following rubric categories:

Category :

Poor   = 0% - 25%

Fair   = 26% - 50 %

Good   = 51% - 75%

Very Good   = 76% - 100%

  2. Quantitative Data

  Quantitative data were obtained from collecting the pre-test and post-test results, then analyzed by calculating the pre-test and post-test scores. Then, the researcher used the mean to compare between the both tests, with the aim of knowing whether there was an improvement of students' vocabulary achievement or not.

  The mean of the pre-test and post-test can be calculated using the following formula:[38]

$$\overline{X} = \frac{\sum X}{N}$$

In which:

$\overline{X}$ = Means of Test scores

N = The number of the subject

$\sum X$ = The total score of Test

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[38] Sukardi. 2009. *Evaluasi Pendidikan Prinsip dan Operasioanalnya.* Jakarta: Bumi Aksara, p. 230.

Next, the researcher will calculate students' vocabulary achievement with the percentage score in each test according to the schools' Minimum Completeness Criteria (KKM) using the following formula:[39]

$$P = \frac{R \geq 75}{T} \times 100\% \qquad\qquad P = \frac{R \leq 75}{T} \times 100\%$$

In which:

P   = Percentage of Class according to KKM

$R \geq 75$ = Number of students who get scored more than 75

$R \leq 75$ = Number of students who get scored less than 75

T   = The total number of students

Finally, by analyzing the data the researcher can conclude whether children short stories can enrich students' vocabulary achievement or not.

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[39] Indra Jaya and Ardat. 2013. *Penerapan Statistik untuk Pendidikan*. Bandung: Cipta Pustaka, p. 83.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Data Descriptions

The data was taken from seventh grade -Thakosus students of MTs Swasta Al-Jama'iyah Medan which consisted of 24 students. This research was conducted in two cycles. Each cycle consists of four research steps, namely of planning, implementing action, observation and reflection. The first cycle was carried out in three meetings, which included Pre-test at the first meeting, treatment at the second meeting and Post Test I at the third meeting. Furthermore, the second cycle was also carried out in three meetings, which included treatment at meetings four and five, and Post Test II at the sixth meeting.

The data in this research are quantitative data and qualitative data. The Quantitative data were taken from the results of students' vocabulary achievement tests which had been carried out in two research cycles, which included three vocabulary tests, namely Pre-Test, Post Test I, and Post Test II. The researcher gave a test consisting of 30 vocabulary questions in the form of multiple choice, identifying vocabulary and matching words. Tests are given to students are in the form of Pre-Test, Post-Test I and Post-Test II. The scores of students' vocabulary tests will be analyzed by calculating the percentage score in each test based on the Minimum Completeness Criteria (KKM) which is 75.

The Qualitative data is taken from the observation sheet and documentation. This observation sheet is used to see class participation, teacher and student activities, interactions between teachers and students during the teaching and learning process which children short story media are applied in the classroom. Based on the observation sheet, it shows that the teaching and learning process by applying childrens short story is getting better along in each cycle. In the documentation, researchers use photography to capture the activities of teachers and students in the classroom.

B. Research Finding

1. The Use of English Children Short Story to Enrich Vocabulary

The researchers used short story to teach vocabulary in two cycles, each cycle consist of four steps, as follows:

a. Cycle I

This research was conducted in two cycles. In each cycle this research consists of planning, implementing action, observation and reflection. The following are some of the activities that have been carried out in cycle I, namely:

1) Planning

In planning, researchers make plans or arrangements and preparations needed in the teaching and learning process to be carried out in the classroom. It includes the following activities:

a. Make lesson plans based on the syllabus. The lesson plan is used by researchers to direct teaching and learning activities.

b. Prepare learning materials which can support the implementation of the teaching and learning process.

c. Preparing research instruments, namely making vocabulary achievement tests for students, preparing observation sheets from student activities, observation sheets from teacher teaching activities.

d. And also prepare student list sheets and assessment sheets for tests.

2) Implementating Action

In implementing the action, the researcher applies the plan that has been made previously. Researchers carry out the steps of the teaching and learning process according to the lesson plan.

a. The learning process begins with greetings, praying, checking attendance, providing a stimulus to gain learning motivation and attention.

b. The researcher gave pre-test questions to students.

c. The researcher asked the students an opening question, then explained the material about the short story. During the teaching process the researcher also asked students to read the short stories provided in turn.

d. At the end of the learning process, the researcher also provided an opportunity for students to ask questions, and the researcher concluded

the material together with the students to find out students'

understanding of the material.

e. Next, the researcher gave the Post-Test I questions to the students.

3) Observation

In this stage, the researcher teaches in the classroom while observing the entire process of teaching and learning activities and the teacher also helps researchers observe activities in the classroom. The observations are also recorded in the observation sheet.

The observation sheet consists of teacher teaching activities and student learning activities during the teaching and learning process. The following is an observation sheet which is a teacher's teaching activity which will be presented in the following table:

Table 4.1

The Result of Observation on Teacher's Teaching Activities in Cycle I

NO.	TEACHER'S TEACHING ACTIVITIES	CYCLE I SCORE	CATEGORY
1	Teacher gives warming up to student, such as given some simple questions related to the topic that will be discussed.	3	Good
2	Teacher conveys the material clearly, and give examples of the material.	3	Good
3	The teacher uses learning media that is used to help explain the material or	3	Good

	assignment.		
4	Teacher observes and helps students to understand the short stories given.	3	Good
5	Teacher gives assignment to students in classroom relating to learning materials.	3	Good
6	Teacher provides opportunities for students to ask some questions related to short stories and vocabulary.	3	Very Good
7	Teacher asks close-ended or opend-end questions to students.	2	Fair
8	Teacher concludes the material at the end of the meeting.	3	Very Good
9	Teacher gives test to the students related to vocabulary mastery.	4	Very Good
	Number of Score	27	
	Total Score	36	

Category :

1 = Poor   3 = Good

2 = Fair   4 = Very Good

Based on the table above, the data will be analyzed using the following formula:

$$\text{Score} = \frac{\text{Number of Score}}{\text{Total Score}} \times 100\%$$

$$= \frac{27}{36} \times 100\% = 75\% \ (\text{Good})$$

Based on the percentage data above, the teacher's teaching activities that have been carried out by researchers get a good category in applying children

short stories in achieving student vocabulary, which gets a percentage score of 75%.

Table 4.2

The Result of Observation on Students' Learning Activities in Cycle I

NO.	STUDENTS' LEARNING ACTIVITIES	CYCLE I SCORE	CATEGORY
1	Students are involved in using the teaching media and materials provided by the teacher.	3	Good
2	Students actively participate in the learning process.	2	Fair
3	Students pay attention to the teacher's explanation.	3	Good
4	Students show their interesting in doing the learning activities through the use of children short story as media.	3	Good
5	Students give respon and do all instruction from the teacher.	2	Fair
6	Students are not confused about short story in teaching and learning process.	3	Good
7	Students ask some questions to the teacher about the material that they do not understand well.	2	Fair
8	Students do the test independently.	3	Good
Number of Score		21	

Total Score	32	

Category :

1 = Poor   3 = Good

2 = Fair   4 = Very Good

Based on the table above, the data will be analyzed using the following formula:

$$Score = \frac{Number\ of\ Score}{Total\ Score} \times 100\%$$

$$= \frac{21}{32} \times 100\% = 65.62\%\ (Good)$$

So, it can be concluded that student learning activities during the teaching and learning process in the use of children short story was good, it can be seen from the percentage score of 62.62%.

Based on the both of observation tables in the first cycle above, it can be seen that the atmosphere, condition or atmosphere during the application of this media was going well; but there are still some problems that occur, such as students who are still unable to participate actively in learning.

4) Reflection

After checking the answers to the student achievement test, the researcher found that the students' vocabulary achievement was low. There were two tests carried out in this first cycle, namely Pre-Test and Post-Test I. Student scores in Pre-Test are still low, it can be seen from the mean score and only 3 students can achieve a score above 75. Student scores increased in Post-Test I compared to

their scores in Pre-Test. Therefore, the use of children short stories media can improve students' vocabulary achievement.

Futhermore, there were still some obstacles in the first cycle, such as: not all students were able to participate actively in learning, and there were also some students who still had difficulties and made mistakes in pronouncing a word. Therefore, some improvements will be made to make the second cycle even better.

b. Cycle II

Based on reflection in cycle I, therefore cycle II was held. Cycle II is expected to be able to overcome problems and can be better than cycle I. This cycle in this research consists of planning, implementing action, observation and reflection. The following are some of the activities that have been carried out in cycle II, namely:

1) Planning

In this step, the researcher plans to teach vocabulary using short stories more deeply. Here the researcher plans to involve students more in using the short stories given to students, the researchers will invite students to read and analyze the short stories. In addition, researchers will focus more on monitoring students' learning difficulties and helping them to overcome those difficulties. Researchers will also create a more pleasant classroom atmosphere, so that students become more enthusiastic in learning.

2) Implementing Action

In this step, the implementation is the same as in cycle I, but the researcher focuses more on teaching vocabulary material using children short stories. The researcher distributed childrenshort stories with pictures in them, where students became more enthusiastic. Next, the researcher asked the students to read the story one sentence per person, then the student would try to translate the sentence into Indonesian. Researchers will monitorng and help students who find it difficult to do the exercises. Here, they become challenged and at the same time feel happy because they can understand the story, and also their vocabulary will increase.

3) Observation

In this cycle, students have started to be serious and focused when they are learning, so the teaching and learning process runs well according to the expectations of the researcher. They have also been able to actively participate in the learning process, they can also respond well to what researchers do in the classroom. The achievement of students' vocabulary also increases, and pronunciation is much better than before. The following is the result of the observation sheet which is the teacher's teaching and student learning activities which will be presented in the following table:

Table 4.3

The Result of Observation on Teacher's Teaching Activities in Cycle II

NO.	TEACHER'S TEACHING ACTIVITIES	CYCLE II SCORE	CATEGORY
1	Teacher gives warming up to student,	4	Very Good

	such as given some simple questions related to the topic that will be discussed.		
2	Teacher conveys the material clearly, and give examples of the material.	4	Very Good
3	The teacher uses learning media that is used to help explain the material or assignment.	4	Very Good
4	Teacher observes and helps students to understand the short stories given.	4	Very Good
5	Teacher gives assignment to students in classroom relating to learning materials.	4	Very Good
6	Teacher provides opportunities for students to ask some questions related to short stories and vocabulary.	3	Good
7	Teacher asks close-ended or opend-end questions to students.	3	Good
8	Teacher concludes the material at the end of the meeting.	3	Good
9	Teacher gives test to the students related to vocabulary mastery.	4	Very Good
Number of Score		33	
Total Score		36	

Category :

1 = Poor   3 = Good

2 = Fair   4 = Very Good

Based on the table above, the data will be analyzed using the following formula:

$$Score = \frac{Number\ of\ Score}{Total\ Score} \times 100\%$$

$$= \frac{33}{36} \times 100\% = 91.6\% \ \ \text{(Very Good)}$$

Based on the percentage data above, the teacher's teaching activities that have been carried out by researchers get a very good category in applying children short stories in achieving student vocabulary, which gets a percentage score of 91.6%.

Table 4.4

The Result of Observation on Students' Learning Activities in Cycle II

NO.	STUDENTS' LEARNING ACTIVITIES	CYCLE I	CATEGORY
		SCORE	
1	Students are involved in using the teaching media and materials provided by the teacher.	4	Very Good
2	Students actively participate in the learning process.	3	Good
3	Students pay attention to the teacher's explanation.	4	Very Good
4	Students show their interesting in doing the learning activities through the use of children short story as media.	4	Very Good
5	Students give respon and do all instruction from the teacher.	3	Good
6	Students are not confused about short story in teaching and learning process.	3	Good

7	Students ask some questions to the teacher about the material that they do not understand well.	4	Very Good
8	Students do the test independently.	4	Very Good
Number of Score		29	
Total Score		32	

Category :

1 = Poor   3 = Good

2 = Fair   4 = Very Good

Based on the table above, the data will be analyzed using the following formula:

$$Score = \frac{Number\ of\ Score}{Total\ Score} \times 100\%$$

$$= \frac{29}{32} \times 100\% = 90.62\%\ (Very\ Good)$$

So, it can be concluded that student learning activities during the teaching and learning process in the use of children short stories are very good, it can be seen from the percentage score of 90.62%.

Based on the both of observation tables in cycle II above, it can be seen that the atmosphere and conditions during the application of this media going very well than in cycle I. This can be seen from students who have more actively participated in learning, students are more focused in paying attention to explanations. teachers, as well as students are involved in the use of media and learning materials.

5) Reflections

After checking all the test results and observations, the researcher found that the students' scores continued to increase in each test that had been carried out in these 2 cycles. In addition, based on observations, the percentage of students' learning activities increased compared to cycle I. It can be concluded, students can improve their vocabulary achievement by using children short stories.

2. The Students' Vocabulary Achievement

   a. Pre-Test

To find out the students' vocabulary achievement before applying the English children short story media, the researchers conducted a pre-test to the students at the first meeting in cycle I. The Students' vocabulary achievement score in Pre-Test can be seen in the table below.

Table 4.5

The Students' Vocabulary Achievement Test Score in Pre-Test

No.	The Students' Initial Name	Score of Pre-Test	Achivement Criteria ≥ 75
1	AG	76	**Successful**
2	A	63	Unsuccessful
3	AT	50	Unsuccessful
4	AA	54	Unsuccessful
5	DS	60	Unsuccessful
6	FA	54	Unsuccessful

7	FAZ	58	Unsuccessful
8	FF	48	Unsuccessful
9	HZA	58	Unsuccessful
10	IRR	58	Unsuccessful
11	KBS	70	Unsuccessful
12	KS	54	Unsuccessful
13	KA	42	Unsuccessful
14	LRS	51	Unsuccessful
15	MR	47	Unsuccessful
16	NE	64	Unsuccessful
17	NS	49	Unsuccessful
18	PM	51	Unsuccessful
19	RP	77	**Successful**
20	RS	54	Unsuccessful
21	SN	51	Unsuccessful
22	TAS	35	Unsuccessful
23	VA	47	Unsuccessful
24	WH	76	**Successful**
TOTAL ($\sum X$)		1347	
MEAN ($\bar{X}$)		56.12	

In the Pre-Test, the total score obtained by students is 1347, with 24 students, so the mean was:

$$\overline{X} \ = \ \frac{\Sigma X}{N}$$

In which:

$\overline{X}$ = Means of Test scores

N = The number of the subject

ΣX = The total score of Test

$$\overline{X} \ = \ \frac{1347}{24} = 56$$

Based on Table 4.1 above, it can be explained that the mean obtained from the Pre-test is 56.12. In addition, there are 3 students who can achieve the Minimum Completeness Criteria score, and there are 21 students who have not reached the Minimum Completeness Criteria. So, the percentage value in the Pre-Test can be analyzed using the following formula:

$$P \ = \ \frac{R \geq 75}{T} \times 100\% \qquad\qquad P \ = \ \frac{R \leq 75}{T} \times 100\%$$

In which:

P   = Percentage of Class according to KKM

$R \geq 75$ = Number of students who get scored more than 75

$R \leq 75$ = Number of students who get scored less than 75

T   = The total number of students

There are 3 students who can achieve the Minimum Completeness Criteria score, with a total of 24 students, then:

$$P = \frac{R \geq 75}{T} \times 100\%$$

$$= \frac{3}{24} \times 100\% = 12.5\ \%$$

There are 21 students who have not achived the Minimum Completeness Criteria, with a total of 24 students, so:

$$P = \frac{R \leq 75}{T} \times 100\%$$

$$= \frac{21}{24} \times 100\% = 87.5\ \%$$

From the analysis, it can be concluded that the students' vocabulary achievement is low. It can be seen from the mean obtained, which is 56.12. In addition, there are 3 students who can achieve the Minimum Completeness Criteria (KKM) score, with a percentage of 12.5%. There are 21 students who have not reached the Minimum Completeness Criteria (KKM), with a percentage of 87.5%. Therefore, researchers will conduct treatment using children short story to increasing students' vocabulary achievement.

b. Post-Test I

After doing the pre-test and treatment in the first cycle, then the data obtained that the students' vocabulary achievement was low. It can be seen from the mean obtained, which is 56.12. In addition, there are 3 students who can

achieve the Minimum Completeness Criteria (KKM) score, with a percentage of 12.5%. So, the researchers did the treatment in the first cycle by using children short stories. After doing the treatment, the researcher will do a test which is called Post-Test I. The Students' vocabulary achievement score in Post-Test I can be seen in the table below.

Table 4.6

The Students' Vocabulary Achievement Test Score in Post-Test I

No.	The Students' Initial Name	Score of Post Test I	Achivement Criteria ≥ 75
1	AG	80	**Successful**
2	A	75	**Successful**
3	AT	76	**Successful**
4	AA	78	**Successful**
5	DS	69	Unsuccessful
6	FA	78	**Successful**
7	FAZ	75	**Successful**
8	FF	63	Unsuccessful
9	HZA	67	Unsuccessful
10	IRR	77	**Successful**
11	KBS	80	**Successful**
12	KS	66	Unsuccessful
13	KA	60	Unsuccessful
14	LRS	76	**Successful**
15	MR	69	Unsuccessful
16	NE	76	**Successful**
17	NS	69	Unsuccessful
18	PM	63	Unsuccessful

19	RP	83	**Successful**
20	RS	73	Unsuccessful
21	SN	68	Unsuccessful
22	TAS	69	Unsuccessful
23	VA	76	**Successful**
24	WH	80	**Successful**
TOTAL ($\sum X$)		1746	
MEAN ($\overline{X}$)		72.75	

In Post-Test I, the total score obtained by students is 1746, with 24 students, so the mean was:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{1746}{24} = 72.75$$

Based on Table 4.6 above, it can be explained that the total score of students in Post-Test I is 1746 and the number of students is 24, so the average score obtained from Post-Test I is 72.75.

In addition, there are 13 students who can achieve the Minimum Completeness Criteria score, with a total of 24 students. So, the percentage value in Post-Test I can be analyzed using the following formula:

$$P = \frac{R \geq 75}{T} \times 100\%$$

$$= \frac{13}{24} \times 100\% = 54.16 \%$$

And also there are 11 students who have not reached the Minimum Completeness Criteria. So, the percentage value in Post-Test I can be analyzed using the following formula:

$$P = \frac{R \leq 75}{T} \times 100\%$$

$$= \frac{11}{24} \times 100\% = 45.83 \%$$

From this analysis, it can be concluded that the achievement of students' vocabulary has increased, but has not been maximized. This can be seen from the mean obtained, which is 72.75. In addition, the number of students who can achieve the Minimum Completeness Criteria (KKM) was increased to 13 students, with a percentage of 54.16%. There are 11 students who have not reached the Minimum Completeness Criteria (KKM), with a percentage of 55.83%. Although there is a slight improvement, the researcher will continue and improve the action in cycle II.

c. Post-Test II

After doing the treatment in cycle II, the researcher will do a test which is called Post-Test II. The Students' vocabulary achievement score in Pos-Test II can be seen in the table below.

Table 4.7

The Students' Vocabulary Achievement Test Score in Post-Test II

No.	The Students' Initial Name	Score of Post Test II	Achivement Criteria ≥ 75
1	AG	90	**Successful**
2	A	81	**Successful**
3	AT	92	**Successful**
4	AA	82	**Successful**
5	DS	79	**Successful**
6	FA	80	**Successful**
7	FAZ	94	**Successful**
8	FF	79	**Successful**
9	HZA	80	**Successful**
10	IRR	84	**Successful**
11	KBS	82	**Successful**
12	KS	70	Unsuccessful
13	KA	79	**Successful**
14	LRS	80	**Successful**
15	MR	80	**Successful**
16	NE	82	**Successful**
17	NS	79	**Successful**
18	PM	74	Unsuccessful
19	RP	89	**Successful**
20	RS	81	**Successful**
21	SN	73	Unsuccessful
22	TAS	80	**Successful**
23	VA	82	**Successful**
24	WH	86	**Successful**
	TOTAL (Y)	1958	
	MEAN ($\overline{X}$)	81.58	

In Post-Test II, the total score obtained by students was 1958, with 24 students, so the mean was:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{1958}{24} = 81.58$$

Based on the Post-Test II, it can be explained that the total score of the students in the Post-Test II is 1958 and the number of students is 24, so the mean score obtained from this Post-Test II is 81.58.

In addition, there are 21 students who can achieve the Minimum Completeness Criteria score, with a total of 24 students. So, the percentage value in Post-Test II can be analyzed using the following formula:

$$P = \frac{R \geq 75}{T} \times 100\%$$

$$= \frac{21}{24} \times 100\% = 87.5\%$$

And there are also 3 students who have not achieved the Minimum Completeness Criteria. So, the percentage value in Post-Test II can be analyzed using the following formula:

$$P = \frac{R \leq 75}{T} \times 100\%$$

$$= \frac{3}{24} \times 100\% = 12.5\%$$

From this analysis, it can be concluded that the achievement of students' vocabulary has increased than before. It can be seen from the mean obtained was 81.58. In addition, the number of students who can achieve the Minimum Completeness Criteria (KKM) was increased to 21 students, with a percentage of 87.5%. There are 3 students who have not reached the Minimum Completeness Criteria (KKM), with a percentage of 12.5%. The results of the Post-Test II can be categorized as successful, where the average score and student achievement that exceeds the Minimum Completeness Criteria (KKM) is more than 75 ($\geq$ 75), namely 81.58 and 87.5%. Therefore, the actions or teaching and learning processes carried out by researchers in cycle II were successful.

The following are the results of the Vocabulary Achievement Test Score obtained by students from the Pre-test in the first cycle to the Post-test in the second cycle.

Table 4.8

The Result of Students' Vocabulary Achievement Test Score in Pre-test, Post Test I, Post-Test II

No.	The Students' Initial Name	Score of Pre-Test	Achievement Criteria $\geq$ 75	Score of Post Test I	Achievement Criteria $\geq$ 75	Score of Post Test II	Achievement Criteria $\geq$ 75
1	AG	76	**Successful**	80	**Successful**	90	**Successful**
2	A	63	Unsuccessful	75	**Successful**	81	**Successful**
3	AT	50	Unsuccessful	76	**Successful**	92	**Successful**
4	AA	54	Unsuccessful	78	**Successful**	82	**Successful**

5	DS	60	Unsuccessful	69	Unsuccessful	79	**Successful**
6	FA	54	Unsuccessful	78	**Successful**	80	**Successful**
7	FAZ	58	Unsuccessful	75	**Successful**	94	**Successful**
8	FF	48	Unsuccessful	63	Unsuccessful	79	**Successful**
9	HZA	58	Unsuccessful	67	Unsuccessful	80	**Successful**
10	IRR	58	Unsuccessful	77	**Successful**	84	**Successful**
11	KBS	70	Unsuccessful	80	**Successful**	82	**Successful**
12	KS	54	Unsuccessful	66	Unsuccessful	70	Unsuccessful
13	KA	42	Unsuccessful	60	Unsuccessful	79	**Successful**
14	LRS	51	Unsuccessful	76	**Successful**	80	**Successful**
15	MR	47	Unsuccessful	69	Unsuccessful	80	**Successful**
16	NE	64	Unsuccessful	76	**Successful**	82	**Successful**
17	NS	49	Unsuccessful	69	Unsuccessful	79	**Successful**
18	PM	51	Unsuccessful	63	Unsuccessful	74	Unsuccessful
19	RP	77	**Successful**	83	**Successful**	89	**Successful**
20	RS	54	Unsuccessful	73	Unsuccessful	81	**Successful**
21	SN	51	Unsuccessful	68	Unsuccessful	73	Unsuccessful
22	TAS	35	Unsuccessful	69	Unsuccessful	80	**Successful**
23	VA	47	Unsuccessful	76	**Successful**	82	**Successful**
24	WH	76	**Successful**	80	**Successful**	86	**Successful**
TOTAL ($\sum X$)		1347	Unsuccessful	1746	Unsuccessful	1958	Successful
MEAN ($\overline{X}$)		56.12		72.75		81.58	

The mean score of the students' vocabulary achievement test increased in the Pre-Test, Post-Test I and Post-Test II. The percentage of students' vocabulary achievement tests, as follows:

Table 4.9

The Precentage of the Students' Vocabulary Achievement Test

Test	Number of Students Who Get Score ≥ 75	Percentage
Pre-Test	3	12.5 %
Post-Test I	13	54.16 %
Post-Test II	21	82.58 %

From the table and data above, it can be seen in every test conducted, student scores and the number of students who scored more than 75 (≥ 75) was increased. So it can be concluded, the use of English children short stories can enrich the students' vocabulary achievement for the seventh grade students at MTsS Al-Jama'iyah.

C. Discussion

The findings in this study were obtained from qualitative data and quantitative data in each cycle. Each cycles consist of three meetings. The qualitative data is taken from the observation sheet. The quantitative data were taken from tests conducted by students including pre-test and post-test.

The use of English Children Story in teaching vocabulary is carried out in two cycles, which consist of three meetings. In each cycle this research consists of planning, implementing action, observation and reflection. In addition, in using English Children Story, researchers used observation sheets as data in assessing the use of English Children Story in teaching vocabulary to students in class. In the cycle I, the teacher's teaching activities and students' learning activities during the teaching and learning process that have been carried out by researchers get a good category in using children short stories in achieving student vocabulary, which gets a percentage score of 75% and 62.62%. However, there are still some problems that occur, such as students who are still unable to actively participate in learning.

Meanwhile, in cycle II the teacher's teaching activities and students' learning activities during the teaching and learning process get a very good category in using children short stories in achieving student vocabulary, which gets a percentage score was 91.6% and 90.62%. Through the observation sheet shows teacher's teaching activities and students' learning activities during the teaching and learning process in the classroom was improved well. The use of children short stories can motivate students, so the students become enthusiastic in learning English, especially in learning English vocabulary.

In the cycle I at the first meeting, the researcher conduct the Pre-Test. The researcher found that the students' vocabulary achievement test score were still low, besides that there are several other problems. The mean of the students' score on the Pre-test was 56.12, and only 3 students could achieve the KKM score of

more than 75, with a percentage was 12.5%. There are 21 students who have not reached the KKM with a percentage was 87.5%. Therefore, the researchers treated with the application of English Children Story in teaching vocabulary at the following meeting in the first cycle to enrich students' vocabulary achievement.

After doing the pre-test and treatment by applying English Children Story in teaching vocabulary. The Researcher conducted Post-Test I in Cycle I and Post-Test II in Cycle II. In each test conducted by the researcher there was an improvement in students' vocabulary achievement, it can be seen in the following table:

Table 4.10

The Improvement of the Students' Vocabulary Achievement Test

	Pre-Test	**Post-Test I**	**Post-Test II**
Total Score	1347	1746	1958
Mean	56.12	72.75	81.58
Number of students who got ≥ 75	3	13	21
Percentage of students who got ≥ 75	12.5 %	54.16 %	82.58 %
Total Percentage of the Improvement from Pre-Test to Post Test II	75%		

Post-Test I in the first cycle, researchers got the mean score of the students' on the Post-test I was 72.75, this means that there is an improved than the Pre-test. Moreover, there were 13 students who could achieved a score more

than 75, with a percentage was 54.16%. This shows that there is an improvedwas 41.66%.

Furthermore, Post-Test II in the second cycle, the mean of the students' score on Post-test II in cycle II was 81.58. This also shows that there is an improved in student score from the tests than in cycle I. In Post Test II, there are 21 students who can achieve a score more than 75, with a percentage was 87.5% and an improved was 33.34%.

Therefore, total of the percentage of students' scores from Pre-Test and Post-Test I in cycle I to Post-Test II in cycle II was 75%. It can be concluded, students' vocabulary achievement more better in each meetings. It can be concluded that that the use of English children short story can enrich the students' vocabulary achievement in the seventh grade students at MTsS Al-Jama'iyah.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion before, it can be concluded that:

1. In using English Children Story in teaching vocabulary, the researcher did it in two cycles. In each cycle this research consists of planning, implementing action, observation and reflection. In using it, the researcher used an observation sheet. Through the observation sheet shows teacher's teaching activities and students' learning activities get a very good category in using children short stories in achieving student vocabulary. The use of children short story can motivate students, so the students become enthusiastic in learning vocabulary.

2. After using English Children Story in teaching vocabulary, the researcher found that students' vocabulary achievement was improved. It can be seen from the test results in Pre-Test, Post Test I and II. The mean of the students' score on the Pre-test was 56.12, and only 3 students could achieve the Minimum Completeness Criteria (KKM) score with a percentage was 12.5%. In the Post-Test I in the first cycle, the mean of the students' score was 72.75, and there were 13 students who could achieved a score more than 75, with a percentage was 54.16%. It means the improvement was 41.66%. Furthermore, Post-Test II in cycle II,

the mean of the students' score was 81.58 and there are 21 students who can achieved a score more than 75, with a percentage was 87.5% and an improved was 33.34%. So, the total improvement of student' vocabulary achievement from Pre-Test to Post-Test II is 75%. It can be conclude that the use of English children short story can enrich the students' vocabulary achievement.

B. Suggestion

After seen the results of the research, the following suggestions can be offered to be considered for problem solving in teaching English vocabulary, namely as follows:

1. The English teacher, after seen the low of students' vocabulary achievement, the teacher is expected to use a variety of teaching models or media; One of them is using English childrens short story to enrich the students' vocabulary achievement.

2. The Students, it is very good and useful for them if they can learn, practice, and master English vocabulary, especially if they use English childrens short story, because they will be able to find new words in the story.

3. The Other researchers, this research can be used as a source in obtaining more information about enriching students' vocabulary achievement using English children short story, and it is hoped that other researchers can do further research related to this research to expand students' knowledge in enriching vocabulary.

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Appendix I

OBSERVATION SHEET FOR TEACHER

Date   :

Subject   : English

Class   : teaching

Observer   :

Put a check mark (✓) in the statement column provided!

NO.	TEACHER'S TEACHING ACTIVITIES	SCORE			
		1	2	3	4
1	Teacher gives warming up to student, such as given some simple questions related to the topic that will be discussed.				
2	Teacher conveys the material clearly, and give examples of the material.				
3	The teacher uses learning media that is used to help explain the material or assignment.				
4	Teacher observes and helps students to understand the short stories given.				
5	Teacher gives assignment to students in classroom relating to learning materials.				
6	Teacher provides opportunities for students to ask some questions related to short stories and vocabulary.				
7	Teacher asks close-ended or opend-end				

	questions to students.				
8	Teacher concludes the material at the end of the meeting.				
9	Teacher gives test to the students related to vocabulary mastery.				
	Number of Score				

Category :

1 = Poor

2 = Fair

3 = Good

4 = Very Good

OBSERVATION SHEET FOR STUDENTS

Date   :

Subject   : English

Class   :

Observer   :

Put a check mark (✓) in the statement column provided!

NO.	STUDENTS' LEARNING ACTIVITIES	SCORE			
		1	2	3	4
1	Students are involved in using the teaching media and materials provided by the teacher.				
2	Students actively participate in the learning process.				
3	Students pay attention to the teacher's explanation.				
4	Students show their interesting in doing the learning activities through the use of children short story as media.				
5	Students give respon and do all instruction from the teacher.				
6	Students are not confused about short story in teaching and learning process.				
7	Students ask some questions to the				

	teacher about the material that they do not understand well.				
8	Students do the test independently.				
	Number of Score				

Category :

1 = Poor

2 = Fair

3 = Good

4 = Very Good

Appendix II

Pre-Test

Read the short story below!

The Ant and The Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.

Guessing what he was about to do, the ant quickly bite him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

Exercise

I. Circle the correct answer!

1. The ant is ....

   a. a small insect that lives in organized groups

   b. a bird of a pigeon family

   c. a reptil with a very long thin body and no legs

   d. a small brown jumping insect that makes a loud high sound

2. The Dove is ....

   a. a small insect that lives in organized groups

   b. a reptil with a very long thin body and no legs

   c. a bird of a pigeon family

     d. a small brown jumping insect that makes a loud high sound

3. The hunter is a person who ......

    a. repairs the building

    b. works in the restaurant

    c. plays music in the concert

    d. hunts a animals for food or sport

4. "............ time, she came to a **spring**." (paragraph 1). Spring inthis sentence means....

    a. hole   b. season   c. source   d. protection

5. "The dove was **quick** to fly away to safety" (paragraph 3). The antonym of the underlined word is ....

    a. slow   b. speed   c. fast   d. rapid

II. Identify vocabulary in the table below by giving a tick (✓) in the column!

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Water					
2	Came					
3	Seeing					
4	Safely					
5	Quick					

III. A match the following words with the correct meaning!

1. Ant   (..........)   a. Berjalan

2. Dove   (..........)   b. Pohon

3. Hot   (..........)   c. Panas

4. Searching   (..........)   d. Gigitan

5. Walking	(..........)	e. Kering
6. Spring	(..........)	f. Rumput
7. Grass	(..........)	g. Semut
8. Fell	(..........)	h. Mata air
9. Slipped	(..........)	i. Kedalam
10. Tree	(..........)	j. Jebakan
11. Trouble	(..........)	k. Merpati
12. Leaf	(..........)	l. Terbang
13. Dry	(..........)	m. Tumit
14. Hunter	(..........)	n. Pemburu
15. Near	(..........)	o. Tergelincir
16. Trap	(..........)	p. Jatuh
17. Bite	(..........)	q. Mencari
18. Fly	(..........)	r. Daun
19. Into	(..........)	s. Dekat
20. Heel	(..........)	t. Masalah

Appendix III

Post-Test

Read the short story below!

The Golden Touch

Once there lived a greedy man in a small town. He was very rich, and he loved gold and all things fancy. But he loved his daughter more than anything. One day, he chanced upon a fairy. The fairy's hair was caught in a few tree branches. He helped her out, but as his greediness took over, he realised that he had an opportunity to become richer by asking for a wish in return (by helping her out). The fairy granted him a wish. He said, "All that I touch should turn to gold." And his wish was granted by the grateful fairy.

The greedy man rushed home to tell his wife and daughter about his wish, all the while touching stones and pebbles and watching them convert into gold. Once he got home, his daughter rushed to greet him. As soon as he bent down to scoop her up in his arms, she turned into a gold statue. He was devastated and started crying and trying to bring his daughter back to life. He realised his folly and spent the rest of his days searching for the fairy to take away his wish.

Exercise

I. Circle the correct answer!

1. The Fairy is ....

    a. a small insect that lives in organized groups

    b. a creature like a small person, who a magic powers

    c. a leader of a country

    d. a person with the good-hearted

2. "One day, he **chanced upon** a fairy, ..." (paragraph 1). Chanced upon in that sentence means ....

a. met   b. fight   c. greet   d. sing

3. The greedy man is a person who ......

   a. repairs the building

   b. works in the restaurant

   c. wanting more money, power, food, etc. than you really

   d. hunts a animals for food or sport

4. "He realised his **folly** and spent the rest of his days" (paragraph 2). The synonym of the underlined word is ....

   a. stupidity   b. smart   c. greedy   d. brainy

5. "He was very **rich**, ..." (paragraph 1). The antonym of the underlined word is ....

   a. wealthy   b.affluent   c. moneyed   d. poor

II. Identify vocabulary in the table below by giving a tick (✓) in the column!

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Gold					
2	Rich					
3	Stones					
4	Crying					
5	Loved					

III. A match the following words with the correct meaning!

1. Greedy   (..........)   a. Tangan

2. Small town   (..........)   b. Pohon

3. Gold   (..........)   c. Anak Perempuan

4. Hair   (..........)   d. Lengan

5. Daughter	(..........)	e. Kerikil
6. Fairy	(..........)	f. Bersyukur
7. Tree	(..........)	g. Patung
8. Branch	(..........)	h. Mencoba
9. Opportunity	(..........)	i. Kota kecil
10. Wish	(..........)	j. Cabang
11. Grateful	(..........)	k. Rambut
12. Home	(..........)	l. Tamak
13. Wife	(..........)	m. Rumah
14. Pebbels	(..........)	n. Keinginan
15. Arms	(..........)	o. Kesempatan
16. Statue	(..........)	p. Emas
17. Trying	(..........)	q. Mencari
18. Life	(..........)	r. Peri
19. Searching	(..........)	s. Hidup
20. Hand	(..........)	t. Istri

Appendix IV

Answer Key of Pre-Test

I.   1. a

2. c

3. d

4. c

5. a

II.

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Water		✓			Air
2	Came	✓				Datang
3	Seeing	✓				Melihat
4	Safely				✓	Aman
5	Quick			✓		Cepat

III.   1. g   11. t

2. k   12. r

3. c   13. e

4. q   14. n

5. a   15. s

6. h   16. j

7. f   17. d

8. p   18. l

9. o   19. i

10. b   20. m

Appendix V

Answer Key of Post-Test

I.   1. b

      2. a

      3. c

      4. a

      5. a

II.

No.	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Gold		✓			Emas
2	Rich			✓		Kaya
3	Stones		✓			Batu
4	Crying	✓				Menangis
5	Loved	✓				Mencintai

III.   1. l   11. f

        2. i   12. m

        3. p   13. t

        4. k   14. e

        5. c   15. d

        6. r   16. g

        7. f   17. h

        8. j   18. s

        9. o   19. q

        10. n   20. a

Appendix VI

LESSON PLAN (Cycle 1)

School   : MTs Swasta Al-Jama'iyah

Subject   : English

Class/Semester   : VII/I

Topic   : Narrative Text: Short Story (Vocabulary)

Time Allocation   : 2 x 40 Menit

A. Core Competence

KI 1 : Appreciating and applying the religion study they believe.

KI 2 : Appreciating and applying honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

KI 4: Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective/theory.

B. Basic Competencies

3.14   Understanding the social function, text structure, and linguistic elements of a narrative text in the form of a short stotries, according to the context of its use.

4.18   Capturing the meaning of spoken and written narrative texts, in the form of short stories and simple to use.

C. Indicators

3.14.1 Identify the social function of narrative texts related to short stories.

3.14.2 Identifying the structure of narrative texts related to short stories.

3.14.3 Identifying the linguistic and vocabulary elements of narrative texts related to short stories.

4.18.1 Understanding simple narrative text

4.18.2 Discuss the vocabulary in the given text

4.18.3 Translate and retell the narrative text that has been given in your own language

D. Learning objectives

Through the process of reading, asking, trying, and reasoning, students are able to identify and capture contextual meaning related to social functions, text structure, and linguistic elements and can answer questions about written narrative text vocabulary, very short and simple, related to short stories.

E. Learning Materials

a. A narrative is a text in which a story is told. The story is usually fiction (imaginary), although it may be based on actual events (partially factual).

Purpose: To entertain, amuse, teach or inform the reader.

All of the following texts can be narratives: novels; short stories, fables, fairy tales, folk tales and legends; most picture books.

Narrative text structure:
- Orientation: usually this section contains the introduction of the character setting of the place/ setting, time.
- Crisis/complications: contains the origin of problems and conflicts experienced by the main character.

- Resolution: contains about reducing / solving problems from conflicts that occur.

The linguistic elements of narrative text:
- Declarative and interrogative sentences in simple past tense
- Adverb phrase: a long time ago, once upon a time, in the end, happily ever after
- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Action verbs: go, walk, talk, etc.

Example :

It was a very hot day of the summer. A lion the king of the forest was feeling very hungry. He was very hungry so he came out from his cave and searched for his food here and there. He was very angry that day because he was searching from a very long time for his food. He could find only a small rabbit with some hesitation.

"This rabbit cannot fill my tummy" thought the lion.

As the Lion didn't have another way and the lion was going to kill the rabbit, a deer ran that way and lion saw him.

He suddenly thought "instead of ending this small and very slim rabbit let me eat that big deer". With this kind of thought in the mind the lion became very greedy.

He let rabbit go and went behind the deer but the deer had vanished into the forest very speedily. The Lion now felt sorry for letting the rabbit off.

b. Vocabulary is a collection of words that can make a language.
Example: bag = tas, cat = kucing, small = kecil

F. Learning Method

a. Method   : Discussion, question and answer
b. Technique   : Observation

G. Source/ Media

1. Short story

2. Dictionary

3. Whiteboard and spidol

H. Learning Activities

No.	Activities	Phase	Time Alocation
1.	**Introduction:** a. The teacher greets the students b. The teacher asks one of the students to lead the prayer. c. The teacher check student attendance. d. Teacher gives learning motivation to students. e. The teacher mentions the learning objectives.	➢ Motivate students ➢ Delivering learning objectives	10 minutes
2.	**Main Activities** a. Opening the lesson by doing a warm-up such as asking students questions about the lessons that will be discussed. b. Teacher gives some clues to guide students into the topic of the text. c. The teacher explains the material about narrative text to students as background knowledge so that students are more easy to understand the text that will explained. d. The teacher distributes the text of the short story The Ant and The Dove to	➢ Stimulation ➢ Observing	60 minutes

	the students.		
	e. The teacher directs students to read short stories.		
	f. The teacher asks the meaning of the word by word of the short story.		
	g. The teacher observes and helps students in translating word by word in the short story.		
	h. The teacher gives students the opportunity to ask questions.	➤ Exploring	
	i. The teacher concludes the material and gives tests to students related to vocabulary.	➤ Assosiating	
3.	**Closing:** a. The teacher provides feedback on the learning and teaching process. praise, feedback or suggestions to students. b. The teacher asked the students' opinion about the learning process that day. c. The teacher assigns students to read other short stories at home. d. The teacher presents the lesson plan for the next meeting.		10 minutes

I. **Assessment**

The maximum score is 100

No.	Elements	The Number of Item	Score
1.	Multiple Choice	5 x 4	20
2.	Identifying the Vocabularies	5 x 4	20

3.	Matching the Vocabularies with the Meaning	20 x 3	60
Total Score			100

Medan,   August 2021

English Teacher   Researcher

Fadhillah Auni, S.Pd   Nisa Anjani

The Principle of MTsS Al-Jama'iyah

Rini Srikandi Putri, S.Pd

LESSON PLAN (Cycle 2)

School   : MTs Swasta Al-Jama'iyah

Subject   : English

Class/Semester   : VII/I

Topic   : Narrative Text: Short Story (Vocabulary)

Time Allocation   : 2 x 40 Menit

A. Core Competence

KI 1 : Appreciating and applying the religion study they believe.

KI 2 : Appreciating and applying honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events.

KI 4: Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective/theory.

B. Basic Competencies

3.14 Understanding the social function, text structure, and linguistic elements of a narrative text in the form of a short stotries, according to the context of its use.

4.18 Capturing the meaning of spoken and written narrative texts, in the form of short stories and simple to use.

C. Indicators

3.14.1 Identify the social function of narrative texts related to short stories.

3.14.2 Identifying the structure of narrative texts related to short stories.

3.14.3 Identifying the linguistic and vocabulary elements of narrative texts related to short stories.

4.18.1 Understanding simple narrative text

4.18.2 Discuss the vocabulary in the given text

4.18.3 Retell the narrative text that has been given in your own language

D. Learning Objectives

Through the process of reading, asking, trying, and reasoning, students are able to identify and capture contextual meaning related to social functions, text structure, and linguistic elements and can answer questions about written narrative text vocabulary, very short and simple, related to short stories.

E. Learning Materials

a. A narrative is a text in which a story is told. The story is usually fiction (imaginary), although it may be based on actual events (partially factual).

Purpose: To entertain, amuse, teach or inform the reader.

All of the following texts can be narratives: novels; short stories, fables , fairy tales, folk tales and legends; most picture books.

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- Orientation: usually this section contains the introduction of the character setting of the place/ setting, time.
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- Resolution: contains about reducing / solving problems from conflicts that occur.

The linguistic elements of narrative text:
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- Singular and plural nouns with or without a, the, this, those, my, their, etc.
- Action verbs: go, walk, talk, etc.

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"This rabbit cannot fill my tummy" thought the lion.

As the Lion didn't have another way and the lion was going to kill the rabbit, a deer ran that way and lion saw him.

He suddenly thought "instead of ending this small and very slim rabbit let me eat that big deer". With this kind of thought in the mind the lion became very greedy.

He let rabbit go and went behind the deer but the deer had vanished into the forest very speedily. The Lion now felt sorry for letting the rabbit off.

b. Vocabulary is a collection of words that can make a language.
Example: bag = tas, cat = kucing, small = kecil

F. Learning Method
c. Method   : Discussion, question and answer
d. Technique   : Observation

G. Source/ Media

4. Short story
5. Dictionary
6. Whiteboard and spidol

H. Learning Activities

First Meeting

No.	Activities	Phase	Time Alocation
1.	**Introduction:** a. The teacher greets the students b. The teacher asks one of the students to lead the prayer. c. The teacher check student attendance. d. Teacher gives learning motivation to students. e. The teacher mentions the learning objectives.	➤ Motivate students ➤ Delivering learning objectives	10 minutes
2.	**Main Activities** a. Opening the lesson by doing a warm-up such as asking students questions about the lessons given previously. b. The teacher explains the material about vocabulary to students as background knowledge so that students are more easy to understand the text that will explained. c. The teacher distributes the text of the short story The Geedy Lion to the students.	➤ Stimulation ➤ Observing	55 minutes

	d. The teacher directs students to read short stories.		
	e. The teacher asks to students about the meaning of the word by word of the short story.		
	f. The teacher ask to the students to identify the words in short story according to the word classes that have been described previously.		
	g. The teacher observes and helps students in identify the words in short story.		
	h. Teacher asks close-ended or opend-end questions to students.	➢ Exploring	
	i. The teacher gives students the opportunity to ask questions.		
	j. The teacher concludes the material and gives tests to students related to vocabulary.	➢ Assosiating	
3.	**Closing:**		
	a. The teacher provides feedback on the learning and teaching process. praise, feedback or suggestions to students.		
	b. The teacher asked the students' opinion about the learning process that day.		15 minutes
	c. The teacher assigns students to read other short stories at home.		
	d. The teacher presents the lesson plan for the next meeting.		

Second Meeting

No.	Activities	Phase	Time Alocation
1.	**Introduction:** a. The teacher greets the students b. The teacher asks one of the students to lead the prayer. c. The teacher check student attendance. d. Teacher gives learning motivation to students. e. The teacher mentions the learning objectives.	➢ Motivate students ➢ Delivering learning objectives	10 minutes
2.	**Main Activities** a. Opening the lesson by doing a warm-up such as asking students questions about the lessons given previously. b. The teacher explains the material about vocabulary to students as background knowledge so that students are more easy to understand the text that will explained. c. The teacher distributes the text of the short story The Geedy Lion to the students. d. The teacher directs students to read short stories. e. The teacher asks to students about the meaning of the word by word of the short story. f. The teacher observes and helps students in translating word by word in the short story.	➢ Stimulation ➢ Observing	55 minutes

	g. The teacher ask to the students to identify the words in short story according to the word classes that have been described previously. h. The teacher observes and helps students in identify the words in short story. i. Teacher asks close-ended or opend-end questions to students. j. The teacher gives students the opportunity to ask questions. k. The teacher concludes the material and gives tests to students related to vocabulary.	➢ Exploring ➢ Assosiating	
3.	**Closing:** a. The teacher provides feedback on the learning and teaching process. praise, or suggestions to students. b. The teacher asked the students' opinion and impression about the learning process that day. c. The teacher assigns students to read other short stories at home. d. Teachers provide motivation and advice to students.		15 minutes

I. **Assessment**

The maximum score is 100

No.	Elements	The Number of Item	Score
1.	Multiple Choice	5 x 4	20

2.	Identifying the Vocabularies	5 x 4	20
3.	Matching the Vocabularies with the Meaning	20 x 3	60
Total Score			100

Medan,   August 2021

English Teacher   Researcher

Fadhillah Auni, S.Pd   Nisa Anjani

The Principle of MTsS Al-Jama'iyah

Rini Srikandi Putri, S.Pd

Appendix VII

List of Students' Name

No.	Initial Name	Students' Name	Gender
1	AG	Abdul Ghaffar	Male
2	A	Afriandi	Male
3	AT	Akbar Tanjung	Male
4	AA	Andre Arshavin	Male
5	DS	Dermawan Syahputra	Male
6	FA	Fahri Adha	Male
7	FAZ	Farhan Azmi	Male
8	FF	Fauzan Febransyah	Male
9	HZA	Hafiza Zul Aulia	Female
10	IRR	Irsa Rifai Rozhaqi	Male
11	KBS	Khairani br. Sinaga	Female
12	KS	Khali Syaputra	Male
13	KA	Kiki Amelia	Female
14	LRS	Lando Rona Siregar	Male
15	MR	Muhammad Refan	Male
16	NE	Nesyha Ernanda	Female
17	NS	Noesila Syakira	Female
18	PM	Putri Maharani	Female
19	RP	Rendy Perdana	Male
20	RS	Rizky Alfian	Male
21	SN	Syafa Nuraini	Female
22	TAS	Tri Ayu Sartika	Female
23	VA	Vanessa Ariani	Female
24	WH	Wira Harfan	Male

Total   : 24 Students

Male   : 15 Student

Female   : 9 Students

Appendix VIII

Diary Notes

August 20th, 2021 (First Meeting)

In this first meeting, the researcher was ushered into the classroom by their English teacher. The teacher introduced the researcher briefly to the students, and students also warmly welcome the presence of researcher. After that, their English teacher left the class, so I introduced myself further, told them the purpose of the researcher in their class, and gave them a description of what activities the researcher would do.

After the opening, the researcher checked the students' attendance and gave a pre-test sheet. The researcher explained how to do the test. At that time, they looked anxious because they had not been informed and they had not studied before. However, they continued to take the test in a supportive and independent manner.

August 27th, 2021 (Second Meeting)

This meeting is the beginning of the treatment or teaching and learning process. The researcher opened the class by greeting, praying together, checking student attendance, reviewing their knowledge and memories about previous lesson. Then, the researcher delivered the material to the students. After that, the researcher asked the students to read a short story that had been given by the researcher. Each student reads two sentences from the short story, then the researcher asks the student to translate the sentence while being supervised and guided by the researcher. The teaching and learning process using this media is going well, but there are still students who cannot participate actively.

September 3rd, 2021 (Third Meeting)

At this meeting, the researcher opened the class as usual. The researcher conducted post-test I. The researcher distributed test sheets and explained how to

do the test. Researchers supervised the test. Class conditions are conducive, students also look more prepared than the previous test.

September 10th, 2021 (Forth Meeting)

This meeting is the second cycle. After evaluating and reflecting on the three previous meetings in cycle I, the researcher found that many students did not pass the test. In addition, the researcher found that the students' English vocabulary was still low, this was because students had difficulty remembering new vocabulary, and rarely used these words. Therefore, the researchers made more efforts to improve students' vocabulary knowledge at the next meeting.

At this fourth meeting, the researcher did the treatment. The researcher opened the class as usual, and the researcher explained the material about vocabulary and examples in a short story. On that occasion, the researcher discussed and explained about word classes to students. During the teaching and learning process, all students paid attention to the explanations and instructions from the researcher. Students are also asked to find examples of word classes in short stories that have been given by the researcher

September 17th, 2021 (Fifth Meeting)

The researcher opened the class by greeting, asking how things were, checking student attendance and praying. In addition, the researcher also reviewed the students' knowledge and memory of the previous material. The researcher also asked students about new vocabulary, pronunciation and the meaning.

After that, the researcher divided the students into small groups and gave them a short story. The researcher asked them to translate the short story word by word, and asked them to identify the words in the short story based on the word classes they had previously studied.

September 24th, 2021 (Sixth Meeting)

This sixth meeting is the last meeting in this research. The researcher gave post-test II to the students, explaining how to do the test. The class situation was

conducive and calm. Students also seemed confident and enthusiastic in doing the test. After the test was completed, the researcher said goodbye and thanked to the students, and also conveyed the researcher's hopes for the students.

Appendix IX

Permission Letter of Research from University and School

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor   : B-18379/ITK/ITK.V.3/PP.00.9/08/2021   01 September 2021
Lampiran : -
Hal   : Izin Riset

Yth. Bapak/Ibu Kepala MTs Swasta Al-Jama'iyah

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Nisa Anjani
NIM	: 0304173150
Tempat/Tanggal Lahir	: Medan, 08 Oktober 1999
Program Studi	: Tadris Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. NURI 6 NO. 372 PERUMNAS MANDALA Kelurahan KENANGAN BARU Kecamatan PERCUT SEI TUAN

untuk hal dimaksud kami mohon memberikan izin dan bantuannya terhadap pelaksanaan Riset di Jl. Denai No.272, Medan Denai, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Use of English Children Short Story to Enrich the Students' Vocabulary Achievement at MTs Swasta Al-Jama'iyah

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 01 September 2021
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

Digitally Signed
Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

MADRASAH TSANAWIYAH SWASTA
MTs S AL - JAMA'IYAH
YAYASAN PERGURUAN AL - JAMA'IYAH

Sekretariat : Jl. Denai Ujung No. 272 Kel. Tegal Sari Mandala II Kec. Medan Denai Kota Medan

Nomor   : 063/YPJ/MTSs/VI/2021

Lampiran   : -

Hal   : Surat Balasan Izin Penelitian

Kepada Yth,

Bapak/Ibu Dekan Fakultas Ilmu Tarbiyah Keguruan

Universitas Islam Negeri Sumatera Utara

Di

      Medan

Assalamu'alaikum, Wr. Wb.

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Al-Jama'iyah menerangkan bahwa:

Nama	:	Nisa Anjani
NIM	:	0304173150
Tempat/Tanggal Lahir	:	Medan, 08 Oktober 1999
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jalan Nuri 6 No.372 Perumnas Mandala, Kelurahan Kenangan Baru, Kecamatan Percut Sei Tuan

Telah melaksanakan penelitian di MTs Al-Jama'iyah dengan judul Skripsi **"THE USE OF ENGLISH CHILDREN SHORT STORY TO ENRICH THE STUDENTS' VOCABULARY ACHIEVEMENT AT MTS SWASTA AL-JAMA'IYAH"** sejak mulai bulan Agustus sampai dengan September.

Demikian surat ini diperbuat untuk dapat digunakan sebagimana mestinya.

Medan, 27 September 2021

Kepala MTs Al-Jama'iyah

Rini Srikandi Putri S.Pd

Appendix X

Student's Pre-Test Result

Appendix XI

Student's Post-Test II Result

Score = 12 + 16 + 54

86

Vanessa Ariani
VII Tachasus

Post-Test II

Read the short story below!

The Golden Touch

Once there lived a greedy man in a small town. He was very rich, and he loved gold and all things fancy. But he loved his daughter more than anything. One day, he chanced upon a fairy. The fairy's hair was caught in a few tree branches. He helped her out, but as his greediness took over, he realised that he had an opportunity to become richer by asking for a wish in return (by helping her out). The fairy granted him a wish. He said, "All that I touch should turn to gold." And his wish was granted by the grateful fairy.

The greedy man rushed home to tell his wife and daughter about his wish, all the while touching stones and pebbles and watching them convert into gold. Once he got home, his daughter rushed to greet him. As soon as he bent down to scoop her up in his arms, she turned into a gold statue. He was devastated and started crying and trying to bring his daughter back to life. He realised his folly and spent the rest of his days searching for the fairy to take away his wish.

Exercise

I. Circle the correct answer!

1. The Fairy is ....
   a. a small insect that lives in organized groups
   b. a creature like a small person, who a magic powers
   c. a leader of a country
   d. a person with the good-hearted

2. "One day, he **chanced upon** a fairy, ... (paragraph 1). Chanced upon in that sentence means .....
   a. met   b. fight
   c. greet   d. sing

3. The greedy man is a person who .....
   a. repairs the building
   b. works in the restaurant
   c. wanting more money, power, food, etc than you really
   d. hunts a animals for food or spor

4. "He realised his **folly** and spent the rest of his days" (paragraph 2). The synonym of the underlined word is ......
   a. stupidity   b. smart   c. greedy   d. brainy

5. "He was very **rich**, ..." (paragraph 1). The antonym of the underlined word is .....

T = 3 × 9 = 12

a. wealthy   b. affluent   c. moneyed   d. poor

II. Identify vocabulary in the table below by giving a tick (✓) in the column!

No	Words	Verb	Noun	Adjective	Adverb	Meaning
1	Gold		✓			emas
2	Rich			✓		kaya
3	Stones	✓				menyentuh
4	Crying	✓				menangis
5	Loved	✓				mencintai

T = 4 × 4 = 16

III. A match the following words with the correct meaning!

1. Greedy (L) — a. Tangan
2. Small town (i) — b. Pohon
3. Gold (P) — c. Anak Perempuan
4. Hair (K) — d. Lengan
5. Daughter (S) — e. Kerikil
6. Fairy (R) — f. Bersyukur
7. Tree (b) — g. Patung
8. Branch (J) — h. Mencoba
9. Opportunity (O) — i. Kota kecil
10. Wish (N) — j. Cabang
11. Grateful (f) — k. Rambut
12. Home (M) — l. Tamak
13. Wife (t) — m. Rumah
14. Pebbels (e) — n. Keinginan
15. Arms (d) — o. Kesempatan
16. Statue (g) — p. Emas
17. Trying (H) — q. Mencari
18. Life (c) — r. Peri
19. Searching (q) — s. Hidup
20. Hand (a) — t. Istri

T = 18 × 3 = 54

Appendix XII

Documentation

Picture with English Teacher and Classroom Situation